

hour course. We do not solve our problems by multiplying them; and why it should be supposed that an instructor who is not doing very well in eradicating sentence fragments will be improved if he has to undertake speech and psychoanalysis in addition is not easy to explain."

In "In Defense of Composition" (*The CEA Critic*, May, 1954), Hermann C. Bowersox, Roosevelt University, objects to Frank Nelson's proposal (*The CEA Critic*, March, 1954, summarized in *CCC*, May, 1955) that colleges substitute a course in literary masterpieces for the traditional composition course, on the assumption that freshmen can and will learn to read in this way and thus, without additional training, will learn to write well under their own power. The author believes that such a method is hopeless for the poor and average student, none too good even for the best student. "Close reading of suitable texts, though an invaluable aid in learning to write, is no substitute for practice in writing under critical supervision. Nothing takes the place of writing, having one's work criticized, and then writing again, repeating this process until one develops skill in composition and criti-

cal insight into one's own work. It is the proper business of freshman composition to initiate this process. The course may fail because it loses sight of its goal, or because it is taught by over-burdened and inexperienced teachers; but if the colleges will take seriously what Freshman English, well taught, can do, then it need not fail. Let the course be taught by serious and experienced teachers, and let other departments cooperate with the Freshman English staff by demanding writing competence of their students; then freshman composition can make a start in teaching students how to write. In two semesters, no course can accomplish more than this."

Replying also to Frank Nelson (see preceding summary), J. D. Thomas, Rice Institute, "A Fable for English Teachers" (*The CEA Critic*, September, 1954), makes the prophecy, through his fable, that if English teachers abrogate the teaching of writing for the teaching of classics, philosophy, literature, it will not be long before a devastating discovery: that since English teachers are no longer performing the duties which society expects of them, English teachers are no longer necessary and will be abolished.

INDEX

Volumes IV, V, VI (1953, 1954, 1955)

- ABC's of the Combination of Written and Oral Communication, The, IV (October, 1953), 93
Administering the Freshman Course, VI (October, 1955), 160
Administration of the Freshman English Program, Emerson C. Shuck, VI (December, 1955), 205
Allen, Harold B., Freshman Textbooks in the Light of Linguistics, V (February, 1954), 16; Linguistic Research Needed in Composition and Communication, V (May, 1954), 55

- And Now the Tailor: Trimming Ideals to Fit the Situation, Robert M. Estrich, VI (May, 1955), 85
Archer, Jerome W., Secretary's Report, Nos. 6 and 7, IV (February, 1953), 27, 29; Proposed Revisions of the CCCC Constitution, VI (February, 1955), 59; Six-Year History of the CCCC, VI (December, 1955), 221
Bailey, Dudley, The Graduate Assistant and the Freshman English Student, V (February, 1954), 37

hour course. We do not solve our problems by multiplying them; and why it should be supposed that an instructor who is not doing very well in eradicating sentence fragments will be improved if he has to undertake speech and psychoanalysis in addition is not easy to explain."

In "In Defense of Composition" (*The CEA Critic*, May, 1954), Hermann C. Bowersox, Roosevelt University, objects to Frank Nelson's proposal (*The CEA Critic*, March, 1954, summarized in *CCC*, May, 1955) that colleges substitute a course in literary masterpieces for the traditional composition course, on the assumption that freshmen can and will learn to read in this way and thus, without additional training, will learn to write well under their own power. The author believes that such a method is hopeless for the poor and average student, none too good even for the best student. "Close reading of suitable texts, though an invaluable aid in learning to write, is no substitute for practice in writing under critical supervision. Nothing takes the place of writing, having one's work criticized, and then writing again, repeating this process until one develops skill in composition and criti-

cal insight into one's own work. It is the proper business of freshman composition to initiate this process. The course may fail because it loses sight of its goal, or because it is taught by over-burdened and inexperienced teachers; but if the colleges will take seriously what Freshman English, well taught, can do, then it need not fail. Let the course be taught by serious and experienced teachers, and let other departments cooperate with the Freshman English staff by demanding writing competence of their students; then freshman composition can make a start in teaching students how to write. In two semesters, no course can accomplish more than this."

Replying also to Frank Nelson (see preceding summary), J. D. Thomas, Rice Institute, "A Fable for English Teachers" (*The CEA Critic*, September, 1954), makes the prophecy, through his fable, that if English teachers abrogate the teaching of writing for the teaching of classics, philosophy, literature, it will not be long before a devastating discovery: that since English teachers are no longer performing the duties which society expects of them, English teachers are no longer necessary and will be abolished.

INDEX

Volumes IV, V, VI (1953, 1954, 1955)

- ABC's of the Combination of Written and Oral Communication, The, IV (October, 1953), 93
Administering the Freshman Course, VI (October, 1955), 160
Administration of the Freshman English Program, Emerson C. Shuck, VI (December, 1955), 205
Allen, Harold B., Freshman Textbooks in the Light of Linguistics, V (February, 1954), 16; Linguistic Research Needed in Composition and Communication, V (May, 1954), 55

- And Now the Tailor: Trimming Ideals to Fit the Situation, Robert M. Estrich, VI (May, 1955), 85
Archer, Jerome W., Secretary's Report, Nos. 6 and 7, IV (February, 1953), 27, 29; Proposed Revisions of the CCCC Constitution, VI (February, 1955), 59; Six-Year History of the CCCC, VI (December, 1955), 221
Bailey, Dudley, The Graduate Assistant and the Freshman English Student, V (February, 1954), 37

- Bailey, W. K., The Importance of Communication for Advancement in Industry, IV (February, 1953), 11
- Baker, William D., An Investigation of Characteristics of Poor Writers, V (February, 1954), 23
- Barnard, Ellsworth, On Teaching Teachers, VI (February, 1955), 25
- Basic Tenets of Structural Linguistics, George P. Faust, IV (December, 1953), 122
- Bezanson, Warren B., A Method of Conducting the Technical Writing Course, V (February, 1954), 12
- Bird, Donald E., NSSC News, IV (December, 1953), 144; V (February, 1954), 42; V (May, 1954), 79
- Bowersox, Hermann C., The Idea of the Freshman Composition Course—A Polemical Discussion, VI (February, 1955), 38
- Broadening the Horizon: Cultural Values in Freshman English, Kathrine Koller, VI (May, 1955), 82
- Brown, Gladys K., Secretary's Report No. 14, VI (October, 1955), 178
- Building a Usable Spelling List for Classes in Writing, Paul R. Sullivan, IV (May, 1953), 45
- CCCC and the NCTE, The, J. N. Hook, VI (December, 1955), 218
- CCCC Bulletin Board, IV (October, 1953), 108; IV (December, 1953), 146; V (February, 1954), 44; V (May, 1954), 84; V (December, 1954), 173; VI (February, 1955), 44; VI (May, 1955), 106; VI (October, 1955), 180; VI (December, 1955), 223
- CCCC Institutional-Sustaining Members, IV (December, 1953), 145
- CCCC Spring Meeting, 1953, IV (February, 1953), 32
- CCCC Spring Meeting, 1954, IV (December, 1953), 159
- CCCC Spring Meeting, 1955, VI (February, 1955), 3
- Christensen, Francis, Freshman Texts in the Light of Linguistics—A Panel Discussion, V (February, 1954), 14
- Clinical Aids to Freshman English, IV (October, 1953), 102
- Communication as Problem-Solving, Erwin R. Steinberg, VI (February, 1955), 28
- Communication Program at Pace College, The, Carl Lefevre, V (May, 1954), 70
- Composition and Communication: Two Approaches, VI (October, 1955), 161
- Composition Career (of All Students) after the Freshman Year, The, V (October, 1954), 114; VI (October, 1955), 146
- Comprehensive Freshman English Course—Reading, Speaking, and Writing—At the University of Florida, The, J. Hooper Wise, IV (December, 1953), 131
- Congleton, J. E., Historical Development of the Concept of Rhetorical Proprieties, V (December, 1954), 140
- Constitution and By-Laws of the CCCC, VI (December, 1955), 225
- Content of a Communication Course, VI (October, 1955), 137
- Coulton, Agnes, Dictation—A Device for Testing and Teaching Spelling, IV (December, 1953), 137
- Course for Training Rhetoric Teachers at the University of Illinois, A, Charles W. Roberts, VI (December, 1955), 190
- Credit for the Sub-Freshman Composition Course, Ferdinand J. Ward, C. M., VI (May, 1955), 103
- Creek, Herbert L., Forty Years of Composition Teaching, VI (February, 1955), 4
- Deepening the Impression: Integration with Foreign Language Study, Thomas R. Palfrey, VI (May, 1955), 78
- Design for Talking Together, Irving J. Lee, IV (December, 1953), 115
- Device for Teaching Diction, A, Ralph Eberly, IV (May, 1953), 52
- Dictation—A Device for Testing and Teaching Spelling, Agnes Coulton, IV (December, 1953), 137
- Dictionary as a Guide to Pronunciation, The, Albert H. Marckwardt, IV (May, 1953), 35
- Diederich, Paul B., Teaching Critical Reading with Instructional Tests, IV (February, 1953), 19
- Discipline of the Communication Skills, A, Herbert Hackett, VI (February, 1955), 10
- Dunn, Thomas F., The Principles and Practice of the Communication Course, VI (February, 1955), 31
- Dykema, Karl W., Proposed Amendments to CCCC Constitution and By-Laws, IV (May, 1953), 54; Historical Development of the Concept of Grammatical Proprieties, V (December, 1954), 135
- Eaker, J. Gordon, Measuring Success in Composition, V (May, 1954), 81
- Eberly, Ralph, A Device for Teaching Diction, IV (May, 1953), 52
- Encouraging Students to Become English Majors, VI (October, 1955), 172
- English Composition Course Built Around Linguistics, An, Donald J. Lloyd, IV (May, 1953), 40
- English Language Arts, The, IV (October, 1953), 104
- Estrich, Robert M., And Now the Tailor: Trimming Ideals to Fit the Situation, VI (May, 1955), 85
- Faust, George P., Basic Tenets of Structural Linguistics, IV (December, 1953), 122; Terms in Phonemics, V (February, 1954), 30; Something of Morphemics, V (May, 1954), 65
- Fields of Research in Rhetoric, Henry W. Sams, V (May, 1954), 60
- Final Examinations in Composition and Communication Courses, VI (October, 1955), 155
- Fisher, B. E., Problems of Motivation in Junior College Communication Courses, IV (May, 1953), 43; Secretary's Report No. 8, IV (May, 1953), 53; Secretary's Report, Nos. 9 and 10, V (February, 1954), 40; Secretary's Report No. 11, V (October, 1954), 128
- Fisher, John H., The Problem of Freshman English: What Are Its Dimensions?, VI (May, 1955), 75

- Ford, Nick Aaron, A Maryland Project in Articulation, IV (December, 1953), 126
- Foreign Student in the Freshman Course, The, VI (October, 1955), 138
- Forty Years of Composition Teaching, Herbert L. Creek, VI (February, 1955), 4
- Francis, W. Nelson, Modern Rhetorical Doctrine and Recent Developments in Linguistics, V (December, 1954), 155
- Freshman and His Dictionary, The, Mitford M. Mathews, VI (December, 1955), 187
- Freshman Communication Program at Florida State University, The, Kellogg W. Hunt, IV (December, 1953), 135
- Freshman Composition Course, The: A Study in Shame and Glory, Edward Stone, VI (May, 1955), 91
- Freshman English Teacher as Counselor, The, V (October, 1954), 96
- Freshman Program at Western Michigan College, The, Robert Limpus, V (February, 1954), 3
- Freshman Programs: A Series of Cases, VI (October, 1955), 168
- Freshman Textbooks in the Light of Linguistics, Harold B. Allen, V (February, 1954), 16
- Freshman Texts in the Light of Linguistics, Paul M. Roberts, V (February, 1954), 20
- Freshman Texts in the Light of Linguistics—A Panel Discussion, Francis Christensen, V (February, 1954), 14
- From a Student's Reading and Listening to His Writing and Speaking, IV (October, 1953), 75
- From Reading to Writing, V (October, 1954), 98; VI (October, 1955), 126
- Function of Freshman Composition in General Education, The, V (October, 1954), 95
- Geist, Robert J., Usage and Meaning, VI (May, 1955), 88
- Graduate Assistant and the Freshman English Student, The, Dudley Bailey, V (February, 1954), 37
- Graduate Assistant and the Freshman English Student, The—A Panel Discussion, T. J. Kallsen, V (February, 1954), 35
- Grammar in Freshman English, Donald J. Lloyd, V (December, 1954), 162
- Grammatical Assumptions, Sumner Ives, V (December, 1954), 149
- Green, Howard, Teaching Exposition: A Method, IV (May, 1953), 48
- Hackett, Herbert, A Discipline of the Communication Skills, VI (February, 1955), 10
- Help for the Foreign Student, Sumner Ives, IV (December, 1953), 141
- Help for the Problem Speller, H. Alan Wyckley, VI (February, 1955), 21
- Helps for Freshmen, or Words to Avoid the Use of, Berenice Thorpe, V (February, 1954), 22
- High School—College Cooperation in English, VI (October, 1955), 164
- Historical Development of the Concept of Grammatical Proprieties, Karl W. Dykema, V (December, 1954), 135
- Historical Development of the Concept of Rhetorical Proprieties, J. E. Congleton, V (December, 1954), 140
- Hodges, John C., A New Look by Administrators at Rank, Salary, and Teaching Load, VI (February, 1955), 15
- Hook, J. N., The CCCC and the NCTE, VI (December, 1955), 218
- Hunt, Kellogg W., The Freshman Communication Program at Florida State University, IV (December, 1953), 135
- Hutchinson, E. J., The Teaching of Reading in the Freshman Course, VI (May, 1955), 94
- Hynes, Lawrence J., Morale in Remedial English, VI (May, 1955), 100
- Ibid and Like That, Alison White, V (May, 1954), 77
- Idea of the Freshman Composition Course, The—A Polemical Discussion, Hermann C. Bowerson, VI (February, 1955), 38
- Imaginative Writing in Advanced Composition, VI (October, 1955), 153
- Imaginative Writing in the Freshman Course, V (October, 1954), 121
- Importance of Communication for Advancement in Industry, The, W. K. Bailey, IV (February, 1953), 11
- Impressions of English Teaching in the U. S. A., A. H. White, V (February, 1954), 27
- Improving Reading Ability, IV (October, 1953), 91; V (October, 1954), 110; VI (October, 1955), 140
- Indiana University Program of Training for Teaching Composition, The, Philip R. Wikelund, IV (February, 1953), 14
- Ingelhart, Louis E., The Place of "Mass Communications" in a Curriculum, V (May, 1954), 85
- Integration of Composition - Communication with Other Linguistic Studies, VI (May, 1955), 75
- Integration of High School and College Teaching of Composition, IV (October, 1953), 96
- Integration of High School and College Teaching of English, V (October, 1954), 116; VI (October, 1955), 147
- Integration of the Teaching of English in High Schools and Colleges in Texas, T. F. Mayo, VI (February, 1955), 18
- Investigation of Characteristics of Poor Writers, An, William D. Baker, V (February, 1954), 23
- Ives, Sumner, Help for the Foreign Student, IV (December, 1953), 141; Grammatical Assumptions, V (December, 1954), 149
- Kallsen, T. J., The Graduate Assistant and the Freshman English Student—A Panel Discussion, V (February, 1954), 35
- Kelly, George, Prolegomenon to Future Communication Metaphysics, VI (December, 1955), 210
- Kitzhaber, Albert R., The University of Kansas Course in the College Teaching of English, VI (December, 1955), 194
- Koller, Kathrine, Broadening the Horizon: Cultural Values in Freshman English, VI (May, 1955), 82

- Lee, Irving J., *Design for Talking Together*, IV (December, 1953), 115
- Lefevre, Carl, *The Communication Program at Pace College*, V (May, 1954), 70
- Let's Take the Guesswork Out of Punctuation, Elinor Yaggy, IV (December, 1953), 128
- Limpus, Robert, *The Freshman Program at Western Michigan College*, V (February, 1954), 3
- Linguistic Research Needed in Composition and Communication, Harold B. Allen, V (May, 1954), 55
- Linguistics and the Teaching of Rhetoric, L. M. Myers, V (December, 1954), 166
- Literature in Freshman English, Gerald H. Thorson, IV (May, 1953), 38
- Lloyd, Donald J., *An English Composition Course Built Around Linguistics*, IV (May, 1953), 40; *Grammar in Freshman English*, V (December, 1954), 162
- Malmstrom, Jean, *NSSC News*, V (December, 1954), 171; VI (February, 1955), 20; VI (May, 1955), 105; VI (October, 1955), 177; VI (December, 1955), 217
- Marckwardt, Albert H., *The Dictionary as a Guide to Pronunciation*, IV (May, 1953), 35
- Maryland Project in Articulation, A. Nick Aaron Ford, IV (December, 1953), 126
- Mass Media of Communication, The, IV (October, 1953), 100
- Mathews, Mitford M., *The Freshman and His Dictionary*, VI (December, 1955), 187
- Mayo, T. F., *Integration of the Teaching of English in High Schools and Colleges in Texas*, VI (February, 1955), 18
- McMillan, James B., *Summary of Nineteenth Century Historical and Comparative Linguistics*, V (December, 1954), 145
- Measuring Success in Composition, J. Gordon Eaker, V (May, 1954), 81
- Method of Conducting the Technical Writing Course, A. Warren B. Bezanson, V (February, 1954), 12
- Modern Rhetorical Doctrine and Recent Developments in Linguistics, W. Nelson Francis, V (December, 1954), 155
- Morale in Remedial English, Lawrence J. Hynes, VI (May, 1955), 100
- Morgan, Stewart S., *Some Practices in English at the A. and M. College of Texas*, V (February, 1954), 8
- Myers, L. M., *Linguistics and the Teaching of Rhetoric*, V (December, 1954), 166
- Nathan, Norman, *The Teaching of Style*, IV (February, 1953), 22; *Some Can't Get A's*, V (February, 1954), 29
- National Entrance Tests and Minimum Standards, IV (October, 1953), 79; V (October, 1954), 123
- New Look by Administrators at Rank, Salary, and Teaching Load, A. John C. Hodges, VI (February, 1955), 15
- NSSC News: Donald E. Bird: IV (December, 1953), 144; V (February, 1954), 42; V (May, 1954), 79; Jean Malmstrom: V (December, 1954), 171; VI (February, 1955), 20; VI (May, 1955), 105; VI (October, 1955), 177; VI (December, 1955), 217
- Objectives of a Communications Program, V (October, 1954), 106
- On Teaching Teachers, Ellsworth Barnard, VI (February, 1955), 25
- One Method of Training the Composition Teacher, Joseph Schwartz, VI (December, 1955), 200
- Orientation Programs in Freshman English—A Symposium, VI (May, 1955), 63
- Palfrey, Thomas R., *Deepening the Impression: Integration with Foreign Language Study*, VI (May, 1955), 78
- Panel-Discussion Reports of the 1955 Spring Meeting, VI (October, 1955), 161-176
- Place of "Mass Communications" in a Curriculum, The, Louis E. Ingelhart, V (May, 1954), 85
- Preparation of the Composition/Communication Teacher, V (October, 1954), 99; VI (October, 1955), 131
- Preparation of the Composition or Communication Teacher, IV (October, 1953), 81
- Principles and Practice of the Communication Course, The, Thomas F. Dunn, VI (February, 1955), 31
- Problem of Freshman English, The: What Are Its Dimensions?, John H. Fisher, VI (May, 1955), 75
- Problems and Techniques of Teaching Spelling, VI (October, 1955), 166
- Problems of Motivation in Junior College Communication Courses, B. E. Fisher, IV (May, 1953), 43
- Prolegomenon to Future Communication Metaphysics, George Kelly, VI (December, 1955), 210
- Proposed Amendments to CCCC Constitution and By-Laws, IV (May, 1953), 54
- Proposed Revisions of the CCCC Constitution (Jerome W. Archer), VI (February, 1955), 59
- Psychology of the Student, The: How He Learns to Communicate, IV (October, 1953), 105
- Reading and Grading Themes, V (October, 1954), 108
- Reading Clinics: How They Operate and What They Accomplish, VI (October, 1955), 174
- Rivenburgh, Viola K., *Sentence Structure as Style*, V (May, 1954), 75; *Teaching Outlining: A Method*, VI (December, 1955), 216
- Roberts, Charles W., *A Course for Training Rhetoric Teachers at the University of Illinois*, VI (December, 1955), 190
- Roberts, Paul M., *Freshman Texts in the Light of Linguistics*, V (February, 1954), 20
- Sams, Henry W., *Fields of Research in Rhetoric*, V (May, 1954), 60
- Schellenberg, T. R., *What Employers Expect from College Courses in Composition and Communication*, IV (February, 1953), 3
- Schwartz, Joseph, *One Method of Training the Composition Teacher*, VI (December, 1955), 200
- Secretary's Reports: Nos. 6 and 7, IV (February, 1953), 27, 29; No. 8, IV (May, 1953), 53; Nos. 9 and 10, V (February, 1954), 40, 41; No. 11, V (October, 1954), 128; Nos. 12 and 13, VI (February, 1955), 46, 47; No. 14, VI (October, 1955), 178

- Sentence Structure as Style, Viola K. Rivenburgh, V (May, 1954), 75
- Shall We Teach Grammar?, VI (October, 1955), 171
- Shuck, Emerson C., Administration of the Freshman English Program, VI (December, 1955), 205
- Six-Year History of the CCCC, Jerome W. Archer, VI (December, 1955), 221
- Smith, Lewis C., Jr., The Truth Beaten Down, IV (December, 1953), 138
- Some Can't Get A's, Norman Nathan, V (February, 1954), 29
- Some of the Year's Work in College Composition and Communication, IV (May, 1953), 56; IV (December, 1953), 149; V (February, 1954), 46; V (May, 1954), 87; V (October, 1954), 130; V (December, 1954), 175; VI (February, 1955), 48; VI (May, 1955), 108; VI (October, 1955), 183; VI (December, 1955), 230
- Some Practices in English at the A. and M. College of Texas, Stewart S. Morgan, V (February, 1954), 8
- Something of Morphemics, George P. Faust, V (May, 1954), 65
- Status in the Profession of the Composition Teacher, IV (October, 1953), 89
- Steinberg, Erwin R., Communication as Problem-Solving, VI (February, 1955), 28
- Stone, Edward, The Freshman Composition Course: A Study in Shame and Glory, VI (May, 1955), 91
- Stout, George D., A Why and How for Freshman Composition, IV (February, 1953), 25
- Student Incentive and the Freshman Writing Magazine, Harris W. Wilson, VI (May, 1955), 96
- Sub-Freshman Composition — The Poorly Equipped Student, IV (October, 1953), 83; V (October, 1954), 104; VI (October, 1955), 135
- Sullivan, Paul R., Building a Usable Spelling List for Classes in Writing, IV (May, 1953), 45
- Summary of Nineteenth Century Historical and Comparative Linguistics, James B. McMillan, V (December, 1954), 145
- Super-Freshman Composition — The Well-Equipped Student, IV (October, 1953), 85; V (October, 1954), 102; VI (October, 1955), 132
- Teaching and Testing of Listening, The, V (October, 1954), 119
- Teaching and Testing of Listening Skills, The, VI (October, 1955), 151
- Teaching Critical Reading with Instructional Tests, Paul B. Diederich, IV (February, 1953), 19
- Teaching Exposition: A Method, Howard Green, IV (May, 1953), 48
- Teaching of Reading in the Freshman Course, The, E. J. Hutchinson, VI (May, 1955), 94
- Teaching of Style, The, Norman Nathan, IV (February, 1953), 22
- Teaching Outlining: A Method, Viola K. Rivenburgh, VI (December, 1955), 216
- Terminal Student, The, IV (October, 1953), 77
- Terms in Phonemics, George P. Faust, V (February, 1954), 30
- Thaler, Alvin, The University of Tennessee Program of Training for Teaching College Composition, V (May, 1954), 73
- Thorpe, Berenice, Helps for Freshmen, or Words to Avoid the Use of, V (February, 1954), 22
- Thorson, Gerald H., Literature in Freshman English, IV (May, 1953), 38
- Truth Beaten Down, The, Lewis C. Smith, Jr., IV (December, 1953), 138
- University of Kansas Course in the College Teaching of English, The, Albert R. Kitzhaber, VI (December, 1955), 194
- University of Tennessee Program of Training for Teaching College Composition, The, Alvin Thaler, V (May, 1954), 73
- Usage and Meaning, Robert J. Geist, VI (May, 1955), 88
- Use of a Freshman Writing Periodical, The, VI (October, 1955), 123
- Use of Community Resources in Teaching Freshman English, IV (October, 1953), 88
- Ward, Ferdinand J., C. M., Credit for the Sub-Freshman English Composition Course, VI (May, 1955), 103
- What Employers Expect from College Courses in Composition and Communication, T. R. Schellenberg, IV (February, 1953), 3
- White, A. H., Impressions of English Teaching in the U. S. A., V (February, 1954), 27
- White, Alison, Ibid and Like That, V (May, 1954), 77
- Why and How for Freshman Composition, A, George D. Stout, IV (February, 1953), 25
- Wikelund, Philip R., The Indiana University Program of Training for Teaching Composition, IV (February, 1953), 14
- Wilson, Harris W., Student Incentive and the Freshman Writing Magazine, VI (May, 1955), 96
- Wise, J. Hooper, The Comprehensive Freshman English Course—Reading, Speaking, and Writing—At the University of Florida, IV (December, 1953), 131
- Workshop Reports: 1953 Conference, IV (October, 1953), 75-108; 1954 Conference, V (October, 1954), 95-127; 1955 Conference, VI (October, 1955), 123-161
- Writing Clinics, VI (October, 1955), 125
- Writing for Business and Industry, IV (October, 1953), 94; V (October, 1954), 126; VI (October, 1955), 158
- Writing from Source Materials: The Documented Paper, V (October, 1954), 111; VI (October, 1955), 143
- Wycherley, H. Alan, Help for the Problem Speller, VI (February, 1955), 21
- Wykoff, George S., Secretary's Report, Nos. 12 and 13, VI (February, 1955), 46, 47
- Yaggy, Elinor, Let's Take the Guesswork Out of Punctuation, IV (December, 1953), 128

77
eb-

see
ege

or
ry,
nan

Jr.,

ege
tz-

ing
Al-

ay,

VI

ing
8

ub-
VI

ses
R.

ing

ay,

A,

ity
si-

the
(5),

nan
and
IV

Oc-
Oc-
VI

to-
VI

cu-
VI

em

fos.

Out